

## POSITION AS TAKEN BY MODERN LABOR

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by giving them as good a time as possible, provided they are content merely to work. On the labor side we find the social workers, most clergy, and a growing number of professional politicians who are coming to see that the labor policy in the coming force.

The bulges are those on both sides who would use force either physically or economically to obtain selfish ends. Employers who will use a surplus of unemployed, who will cater for the men who will undersell their fellows, who will use the newspaper as an organ of deception, and the prison as a home for all agitators. Laborers who are prepared to use any weapon to destroy the present civilization in order to create a purely materialist state of existence.

Among progressives there is far more agreement than would be thought possible at first sight. There is agreement that every improvement of machinery, every use of scientific research, the development of electric power, the best regulation of the supply and distribution of raw materials and of the distribution of the manufactured articles, together with the "limitation of competition," would be to the good of all men. Both sides are equally keen on the improvement of the education, the health, the happiness and the leisure of all who suffer from any handicaps at the present time. Both sides believe in the utmost good fellowship. Why is there then the struggle?

### Why The Struggle?

1. Because there are comparatively few really progressive leading business men, of the recent congress of 3500 American business men in Atlantic City.

2. Because the actual progressives are not in control of their own industries. Behind even the biggest businesses stand the Big Financiers whose minds are full all day and night of "money" and not "men."

3. Because the progressive business men make a fetish of their trade. They live in the office. They deal with outsiders. They study what will sell. They are eager that all should be happy within the works. But the industry which they represent is their deity. Loyalty to the Great Firm is their religion.

The struggle is a matter of psychology. The Laborer starts with the individual man, the Businessman starts with the individual industry, the Financier starts with money. Upon these fundamentals are built the philosophies in accordance with which each works; in many respects the philosophies prove similar but basically they are most divergent.

The individual man has never before been made the starting point of a system of political economy except by thinkers of the socialistic school. Hence the propaganda of the laborer is revolutionary ever if evolutionary means are used. In his interests laborers stand for the four points: Universal Enforcement of the National Minimum, Democratic Control of Industry, Boycott in National Finance, Surplus Wealth for the Common Good.

We start from the standpoint of the individual man and look at him from the double point of view as a producer and a consumer. Obviously he has a word to say as to the management of Swift's local branch. The farmers around this city, the workmen in the plant, and the people who feed on the product have direct interest in the cost of food.

Therefore we say that each ought to be represented on the managing board, in the selection of the actual executive experts, in the decisions as to hours and wages, and in the division of profits and distribution of goods manufactured. Higher up there should be similar boards until at the highest point the whole industry should be administered by experts advised by experts representing the farmer, the worker, and the consumer on the same lines as the food control committees advisory to Mr. Clynnes or to Mr. Hoover during the

recent war. By all having a vote in the managing board every workman would feel that he had a vital interest in his work; he would be a living part of a living whole; he would cease to be a slave of a mechanical process whereby money flowed into the pockets of the mere investors in his industry.

Progressive business men are prevented from agreeing to the possibility of such a scheme working out through the prejudices with which they start thinking, i.e., the interests of the people who have invested money, and the good of the firm as contrasted with the welfare of a rival firm. From a real democratic standpoint they would deny the right of investors to have any powers beyond the right to expect fair interest on capital invested; and we would challenge the necessity of having rival firms operating in the same district with the same objects. The supposed competition is supposed to keep down prices, but the consumer representatives would do this better.

In writing, however, of the modern labor position it must not be suggested that the political efforts of Labor are the most popular or promising to the minds of Laborers. The political field constitutes the peaceful method of securing the changes wanted. But the industrial field offers Labor its mightiest weapon.

### Two Movements

In the industrial field two movements have become conspicuous of late: (1) the "shop steward" movement, comparatively new in England but always used out here owing to its distance from the American headquarters, which tends to create rebellion against the old fashioned leaders.

(2) The "semi-skilled movement" breaking into the old skilled union as modern machinery destroys the value of the fully skilled man. Specialization tends to create industrial unionism instead of the old craft organization.

The fear of a large amount of unemployment, fanned by the laying off of a large number of men and women, drives the workers to consider the best means of securing employment for everyone. The most general answer is "Shorter hours." But on this point modern Labor which desires the prevention of work after six or eight hours is in controversy with those workers who desire shorter hours only to secure more overtime pay. The presence of the alien, of course, makes for greater bitterness in the fight.

The position is a serious one and worthy of the fullest study and thought. Men with a grievance should always be treated gently. Abuse is fatal. So whatever we think, we can all combine to prevent labor leaders from being falsely accused of Bolshevism or any other latest "hete noir" and from being called traitors to their city, country, or to civilization, the men whose one object is to create a better city, a better country, a better world.

## MORE MUSIC PROMISES TO BE DEMANDED

(Continued from page 3)

up to a keen enjoyment of, and indeed a keen appetite for what is generally termed "classical music," and which today the masses are no more than apathetic towards.

Relatively few parents feel able to afford private musical instruction for their children, but every child in a democracy has a right to all the free musical instruction the schools can provide.

### Bond of Unity

Put this subject, then, unstintingly into the public school program; continue it through the high school; let our grade teachers have careful and sufficient training in the principles of teaching it; let it have the necessary monetary support; and, in a few generations, whatever other bonds are holding the heterogeneous elements of our people together in national unity there will be none more powerful than the bond of music.

### Threefold Claim

As to the value of music in a scheme of education so much has been written that it becomes tedious, at length, to pursue further articles on a topic whose force of argument should be perfectly obvious to all interested in education.

A man of extraordinary vision is Dr. P. P. Claxton, the United States Commissioner of Education. In speaking before the Music Supervisor's National Conference at Pittsburgh on the topic "The Place of Music in National Education" he made the following declaration: "Sooner or later we shall also begin to understand that after the beginnings of reading, writing, arithmetic and geometry, music has greater practical value than any other subject taught in the schools." Dr. Elliott, President Emeritus of Harvard University, pays a high tribute to music as a public school study, when he says "Music, rightly taught, is the best mind-trainer on the list."

In these quotations from eminent educational authorities three great claims are made for public school music study, viz its cultural potentialities, its practical value, and its value in mind training. Can any other subject on the course lay more considerable claims?

### Sight Singing Value

To secure efficiency in music the pupil must, above all, learn to read its language; that is to say he must learn to interpret its symbols, especially as pertaining to vocal music. The study of sight-singing is the most important feature of public school music study, is the most power-giving, the most interesting and the most difficult to teach well.

There has been much lively and some acrid discussion as to whether it is best to teach music reading through the tonic-Sol-Fa system or by confining the teaching to staff notation (moveable do) in all parts of the course. Staff notation is the universal system of notation in music and the argument still at large in some parts of Canada that staff notation is too difficult and complex for the comprehension of young children is quite fallacious. Staff notation is in exclusive and general use in public schools over all of the United States and Western Canada. Let it be clearly understood that it is not the "fixed do" system of staff notation (for that indeed is inherently difficult for the young mind to grasp) but the "moveable do" system in which the tones, and therefore the notes, bear a definite relation to the tonic of each key. John Curwen's elaborate system of representing relative duration values of sound and of indicating accent points and key transitions is in itself a highly ingenious and very interesting development of an idea but it can never become the standard notation. To spend time in school in teaching the reading of "Sol-fa" is to side track one's efforts which should be devoted to the duty clearly before us—to teach the children to read the staff. From an ear training point of view the Curwen method is, however, valuable.

### Training Required

Town and city school systems, according to size, should have qualified supervisors and special instructors as an aid to the grade teachers in pursuing this subject to the successful completion, at the end of the year, of the specific amount of work required of their particular grades in order that there be no weakness in the chain of progress.

It is not known by any means as generally as it should be that a special training in colleges devoted to that purpose is absolutely necessary to any musician or music student aspiring to become a public school music supervisor or special instructor. School boards should most certainly be especially alive to this fact. No one would be allowed to teach school without a certificate from a provincial department of education but time was when a special instructor in music could be engaged by a public school board whose only title to teach was that he or she had been a piano or vocal teacher for a number of years, and it seems that anyone who can play the scale of "C" on the piano may elect himself a piano teacher if he so desires; neither is there any standard required of one who would teach voice.

### Distinct Standard

Public school music represents a distinct and standardized line of teaching. All the prominent schools for the training of supervisors and the departments of music in government normal schools are in as much agreement as to aims

and methods as are the prominent university departments of medicine or law and are becoming year by year more and more in agreement. The supervisor must be thoroughly versed in this special pedagogy. To begin with he should be a musician of undoubted standing and ability. His supplementary training should give him a thorough understanding of the child voice as well as the adult voice; he should be an organizer who can get the most and the best grade of work from his special instructors and grade teachers in the time allotted to music, organize violin classes and develop school orchestras; he must be a conductor of ability and capable of directing harmony classes and classes in musical appreciation in the high schools. He must be able at a moment's notice to teach any of the multifarious problems peculiar to the different grades and keep the path of progression in repair. No amount of concentrated attention to detail should so obsess him as to lose to him the hopefulness of the larger view and vision.

Post-war programmes will reach out towards the spiritual side of education to a greater extent. Smaller cities, towns and contiguous villages will inquire for improved music supervisors and instructors. A course for public school music instructors and teachers desiring special certification in the subject will, in July, be inaugurated in the summer school for teachers conducted by the Department of Education. The course covers two terms and will result in a stimulation to school music in the rural as well as in the city schools of the province. The larger normal school term recently decided upon will also give the teacher double the preparation they formerly had in this work.

A reform that will doubtless soon

follow, will be the incorporation of a course of music in the high school curriculum with credit towards graduation. Credit should also be extended to high school pupils studying instrumental music with private teachers. Such a plan would encourage many to continue their studies in piano, organ, violin, etc., who are now forced to suspend their lessons under pressure of the work now regularly taken in the high school. The teachers of the future are now children in the public schools. If they are brought up in a musical atmosphere throughout the public, high and normal schools the cumulative results will be for the good of music in our land and happier minds and keener intellects will benefit the whole scheme of education.

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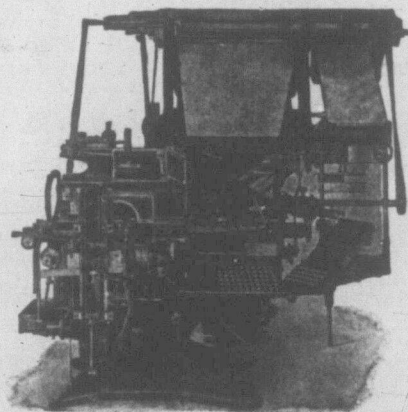
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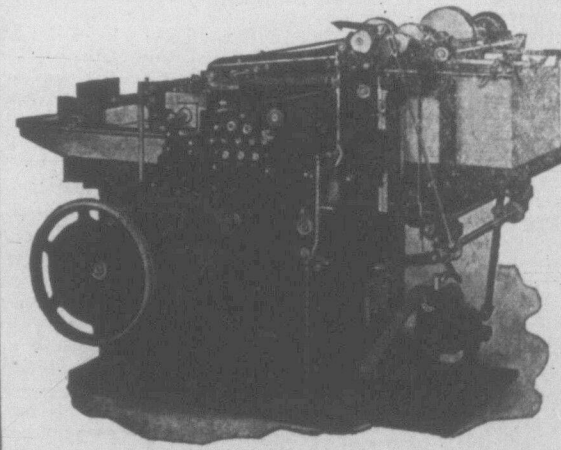
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